

Rawthorpe Playgroup

Netherhall Learning Campus, Netherhall Avenue, Rawthorpe, Huddersfield, HD5 9PG

Inspection date

25/04/2013

Previous inspection date

26/09/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The staff provide a welcoming, secure and inviting playgroup in which children engage fully in activities that are of interest to them and which meet their needs and abilities, so all children make good progress.
- Staff implement an effective key worker system, so children are happy, settled and keen to learn. This success derives partly from the good relationships children have with staff.
- Children are supported well in the transition into school, ensuring that they settle well and can begin to learn quickly in their new setting.
- Staff work with other agencies who are involved in the care of children, protecting them and enhancing their development well.

It is not yet outstanding because

- There is scope to improve the very informative initial assessments completed when children first start at the setting to maximise their learning and involve parents more in contributing to these assessments; and also to include their ongoing observations of children's development.
- Opportunities and resources for children to extend their learning in the outside space are not always fully embraced in order to promote their already very good learning experiences.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed the activities indoors and outdoors.
- The inspector spoke with the manager, staff and children at appropriate times throughout the session.
- The inspector looked at children's learning journeys, documentation, the self-evaluation form and some policies and procedures.
- The inspector took account of the views of parents.

Inspector

Helene Terry

Full Report

Information about the setting

Rawthorpe Playgroup was registered in 1976 and is on the Early Years Register. It is situated in a classroom within Rawthorpe Junior School on the site of Netherhall Learning Campus in Huddersfield, West Yorkshire. The playgroup is managed by a voluntary committee. It serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The playgroup employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and 3. A member of staff is currently working towards a degree in early years. The playgroup opens Monday to Friday during term time only. Sessions are from 8.30am until 11.30am. Children attend for a variety of sessions. There are currently 29 children on roll who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further the assessment of children's development by covering all aspects of children's learning on entry into the setting; include more information from parents as part of that initial assessment and encourage more parents to share information about what they see their children do at home
- extend the use of the outdoor area to encourage children to explore, build and role play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children interact positively with caring and friendly staff who know them well and support them in their learning. As a result, children make good progress in their learning and development. Staff plan a broad range of activities and experiences to cover the seven areas of learning. These interest and stimulate children, match their abilities and provide good challenge. The staff have a good understanding of how children learn, and the setting's observation, assessment and planning processes are strong. However, children's starting points are not always clearly identified across all areas of learning. In addition, the information gathered from parents about what children know and can do on entry is

mainly focused around personal, social and emotional development. This, occasionally, impacts on staff's ability to immediately plan activities to maximise progress from the beginning. Staff appropriately plan activities to promote the next stages of each child's overall development. Staff are skilled in enabling children whose starting points may be below others of their age to catch up or to meet expected levels of attainment. For example, they initially engage a two-year-old in a 'peekaboo' game that they know the child enjoys. Once engaged in the group they move the child onto more challenging activities, such as a listening and naming game, to help develop listening and language skills.

It is clear that staff are skilled at promoting children's listening, understanding and speaking skills through use of games, songs and rhymes. Three- and four-year-olds are challenged further and are developing their understanding of the sounds of letters. For example, children are supported to find objects in a catalogue that begin with the letters 'S', 'W' and 'M' and then they confidently cut these out and stick them in a book that they are making about letters of the alphabet. Making their own books helps them keep ideas in their mind and also helps them focus. Children have many opportunities to make choices and be independent. They choose resources from the well-organised playroom, help staff tidy resources away and learn to share and take turns through activities. Two-year-olds are praised and encouraged for sharing and taking turns, while four-year-olds show caring skills by helping other children. Staff provide many activities to enable children to practise their early writing skills. Young children make marks in the sand and shaving foam. More able children hold pencils and pens correctly to write letters associated with their names and draw, giving meaning to the marks that they make.

Children have opportunities to play outdoors daily where they enjoy practising their physical skills by running around, avoiding obstacles and throwing and catching balls and bean bags. Children are keen to use the outside area, although access to this is somewhat limited owing to the temporary premises in which they are based. Resources outside support children's physical development but staff currently provide few other resources to extend other skills, such as those requiring imagination or construction. Staff engage children well, for example, young children persisting in throwing objects over the fence are distracted into a game of throwing hoops over a cone or throwing bean bags onto the 'red square'. As a result, this promotes maths and physical skills. Children's enthusiasm for their play helps them to develop the skills they need for their future learning at school.

The contribution of the early years provision to the well-being of children

Children of all ages form good relationships with adults and other children. This is seen in the warm interactions of staff and how young children seek out adults. Staff act as good role models and are reassuring and friendly. This helps children feel secure and they settle well in the playgroup. Children form positive relationships with their key person, who supports their development and chats regularly with parents.

Staff use positive reinforcement and praise children for their efforts. This helps children develop a clear sense of right and wrong and boosts their self-esteem. There are good arrangements in place to support children in their transition into nursery school. Staff

attend nursery with the children to help them settle, children attend the lunch club, and the teachers attend the playgroup to observe them in a familiar environment.

Staff help children understand about healthy lifestyles and how to keep safe. They have regular discussions through everyday activities about healthy foods to eat, and children attend to their own personal hygiene when visiting the bathroom. Snacks offered to the children are healthy and their dietary needs are fully considered. Drinks are accessible to them throughout the session to prevent them becoming dehydrated. Children show that they are aware of how to use equipment safely, such as scissors, and they take part in the regular fire drills so that they know what to do in an emergency. They have access to the outdoor play area regularly to help them understand that exercise is good for them and is part of a healthy lifestyle.

The effectiveness of the leadership and management of the early years provision

Arrangements for safeguarding children's well-being are well established and effective. Good procedures to appoint staff who are suitable to work with children are followed. Thorough induction procedures, regular supervision and appraisals support and promote staff's professional development. They have good access to training to enhance their skills and this benefits children's well-being and learning. Clear safeguarding procedures ensure staff have a good awareness of how to protect children if they have a concern. Staff have a good understanding of the policies, procedures and other documentation, which successfully promotes children's welfare. Staff carry out regular risk assessments and this enables them to minimise potential risks to children so that they are cared for in a safe and secure environment.

The manager is fully aware of her responsibilities in meeting the safeguarding and learning and development requirements. She uses effective evaluation and monitoring processes to ensure that the setting's strengths and areas for improvement are highlighted and addressed. Parents and other relevant parties are fully involved in self-evaluation to enhance the provision offered. This is generally done through discussions and questionnaires. The manager monitors the educational programme to ensure that all children's development is enhanced. She is further supported in this by the local authority's development workers. The manager takes into consideration the local authority's statistics on children's entry levels into school to help focus on any weaknesses in children's development. For example, recent focus has been on communication and language skills and personal and emotional development, which has positively impacted on children's entry levels into school. Children who speak English as an additional language are supported well. Staff work with parents to obtain key words in the child's home language to use in the setting to help them settle and learn easier. There is also writing on the walls in children's home language and there are positive images of diversity around the playroom to help everyone feel welcome and valued. All areas for development identified at the last inspection have been effectively addressed, promoting children's welfare and development.

Parents are well informed about all aspects of the playgroup through regular chats,

newsletters and displays. Parents express their appreciation of the staff's work and value the individualised care given to their children. They state that they feel their children have made good progress since starting at the group. Highly effective partnerships with other professionals ensure children's individual needs are clearly identified and well supported through ongoing review. Staff establish secure links with the local nursery and childminders, and they work closely with social care departments, health visitors, speech and language therapists and the local children's centre. As a result of this, the needs of children are well supported.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	311303
Local authority	Kirklees
Inspection number	818897
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	29
Name of provider	Rawthorpe Playgroup Committee
Date of previous inspection	26/09/2008
Telephone number	07985 780 528

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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